DOCUMENT RESUME

ED 351 020 IR 054 215

TITLE	Expert Meeting on the Training of Information Users in Higher Education (Espoo, Finland, August 13-17, 1990). Final Report.
INSTITUTION	United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO	PGI-91/WS/1
PUB DATE	91
NOTE	49p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Developed Nations; *Developing Nations; Foreign Countries; Higher Education; International Programs; Library Automation; *Library Instruction; Library Skills; National Programs; *Universities; *User Needs (Information)

ABSTRACT

The purpose of this meeting was to solicit input for action on the topic of training information users in higher education with special reference to the needs of developing countries. Two documents which had been prepared to form the basis for discussion were introduced: a report of a survey that had investigated what was being done in selected areas to highlight significant achievements; and a working document which set out a summary of the main issues in user education, indicated recent developments in the changing environment consequent on technological development, and made proposals for action. Experts were invited to make additional proposals and to indicate priorities. Representatives of 12 of the 13 countries attending the meeting then presented information about user education in their countries--China; Colombia; Denmark; Finland; India; Jamaica; Morocco; Norway; the Philippines; Sweden; Trinidad and Tobago; and Zimbabwe. These presentations were followed by discussions on the rationale for user education; the target groups for this education; the main categories of user education; and the various methods of teaching that can be used. The topic of management aspects of user education was then introduced, including financial resources, staffing, staff training, and library functions. Reports on work of four education and training schools in this regard were then presented. Proposals for further action and nine recommendations for improving or developing user education programs conclude the report. Appended are the conference agenda; a list of conference participants; the welcome address; the opening speech; and a copy of the conference agenda. (KRN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED351020

EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PGI-91/WS/1

Expert meeting on the training of information users in higher education

Espoo (Finland) 13-17 August 1990

Final Report

"PERMISSION TO REPRODUCE THIS MATERIAL IN **OTHER THAN PAPER COPY** HAS BEEN GRANTED BY
C. Coudert-Schklowski

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

General Information Programme and UNISIST

United Nations Educational,
Scientific and Cultural Organization

Paris, 1991

BEST COPY AVAILABLE

Original : English PGI-91/WS/1

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

Expert Meeting on the Training of Information Users in Higher Education

Espoo (Finland) 13-17 August 1990

Final Report

Espoo
Helsinki University of Technology Library
1990

Recommended catalogue entry :

Expert meeting on the training of information users in higher education, Espoo (Finland), 13 to 17 August 1990. - Final report. - Paris : Unesco, 1991. - 44 p., 30 cm. - (PGI-91/WS/1)

Unesco. General Information Programme and UNISIST

© - Unesco, 1991

Table of Contents

	page
1. Opening of the Meeting	1
2. Election of Chairperson, Vice-chairperson and Rapporteur	1
3. Presentation of national experiences	2
4. Educational aspects: objectives, methods, teaching tools and media, evaluation	22
5. Management aspects: strategy, organization and finances	26
6. Proposals for action	30
7. Recommendations	33
8. Adoption of the final report and recommendations	34
9. Closure of the meeting	35

Annexes

Agenda

List of participants

Welcome address by Erkki Aho, Chairman of the Finnish Commission for UNESCO

Opening speech by Representative of the Director General of UNESCO

Program

1. Opening of the Meeting

The Expert Meeting on the Training of Information Users in Higher Education was opened by Mr. Erkki Aho, Chairman of the Finnish Commission for UNESCO.
His address is attached as Annex III.

Following on this address Mr. Yves Courrier, Representative of the Director General of UNESCO, welcomed the Experts in his behalf and indicated that the meeting is organized as part of the UNESCO Programme and Budget approved by the General Conference of UNESCO at its 25th Session. The Helsinki University of Technology Library had kindly consented to host the meeting with the assistance of the Finnish National Commission for UNESCO. There were 17 Experts from 13 countries and Observers from international aqencies, namely, IFLA, FID, ICA, IATUL and NORDINFO. The address is attached as Annex IV.

UNESCO had been involved in the work on user education since the start of UNISIST in 1971; mainly by holding seminars and publishing documents. The decision to organize this meeting was based on three considerations: (1) There was a need to be more specialized and specific in approaches, (2) from the technological point of view, important changes had occurred and (3) special reference had to be given to the needs of developing countries: a look had to be taken to what had been achieved in these countries and attempts made to draw lessons from this development.

2. Election of Chairperson, Vice-chairperson and Rapporteur

The following officers were elected:
Chairman: Professor Elin Törnudd
Vice Chairman: Dr. Abdelhamid Miski
Rapporteur: Professor Daphne Douglas

3. Presentation of national experiences

Introducing the programme for the meeting, Mr. Courrier explained that the purpose of the meeting is to solicitate advice and recommendations for action on the topic. Two documents were prepared to form the basis for discussion.

(a) A report of a survey which had investigated what was being done in selected areas. The survey was not meant to be comprehensive, as its purpose was to highlight significant achievements.

(b) The working document had three main goals

- to set out a summary of the main issues in user education
- to indicate recent developments in the changing environment consequent on technological development
- to make proposals for action.

It was clarified that the experts were free to make proposals and to indicate priorities. They were not to be bound by the document which provided basic information.

The survey report was introduced by the resource person, Dr. Fjällbrant, who emphasized again that it was not a definitive survey. Time to collect data had been short and a number of the responses were received too late for inclusion.

Interesting observations from the data gathered were as follows.

(a) The very considerable differences between countries

(b) The work being undertaken by The People's Republic of China concerning online searching

(c) The tremendous importance of key people/institutions promoting the development of user training, for example, in Colombia and the Philippines. The case of the former was particularly interesting and demonstrated what can be done through collaboration.

(d) The problem associated with the new technology, such as the unreliability of telecommunications and the expence of its use. Attention had to be given as to how it can usefully

be applied so as to provide support for user training.

Participants were then invited to make presentations regarding the situation in their countries. Following are the resumes of the presentations made and the discussions which were generated:

Philippines

User education started at the University of the Philippines in the 1920s for students of first and second year but ceased in 1946. The University Library then developed its own programme of library instruction. It had a full programme as part of the general orientation week for students. This included lectures, tours, audiovisual tape/slide presentations and handouts. There are about 1200 colleges and universities in the country and most offer library instruction, sometimes in conjunction with first year English courses. Over the last two decades, several studies have been undertaken on user education in the country. Topics covered were an assessment of the needs of students at a college, the study of methods of instruction and the background of students at another college. Another study looked at the content of the courses. Findings revealed that performance-oriented programmed instruction was more useful than the lecture methods. Another study showed that students did not know how to use the library and its resources. The survey of students also provided interesting feedback when they claimed that as a result of the instruction they were able to use the library wisely and more effectively. The University of the Philippines Institute of Library Science includes user education as modules in one undergraduate and two graduate courses.

Due to the slow development of technology in the country, the programmes have remained rather traditional in scope and methodology. Discussion centered around the practice of bibliographical instruction based on the United States model and its influence in this area in the country. In this context, the prevalence of workbooks is noted as well as the

problem of cultural influence of former powers. It is also noted that there are library hours in some primary and secondary schools both public and private.

India

User education in India is offered in the traditional mode and is not advancing as fast as is desirable. Experience shows there are always better library users where instructions are offered. The little orientation offered in some libraries is mostly at the reference desk. The traditional teaching mode which emphasizes the lecture and the textbook prevents wider acceptance of user education. Modern developments are happily taking place in the twentyfour Agricultural Universities, where library education is an essential part of the instruction. Some courses are given for credit while in other instances they are non-credit. In all the Agricultural Universities the courses are compulsory at the P.G. level even if in some cases they are not for credit. Some libraries invite the lecturers to assist with the presentations. The methodology includes tours and classroom lectures and the instructions are given in a course which links use of libraries and technical writing.

In the whole of the Indian subcontinent, i.e. India and its neighbouring countries such as Pakistan, Bangladesh and Sri Lanka it is found that orders and instructing guidelines coming from the top of the organization are acted upon. If suggestions come from the bottom they are iqnored. If international agencies such as UNESCO make suggestions they would receive the country's support.

There again, the introduction of information technology was slow. Projects involving the networking of libraries have started and it is hoped that this would generate a new approach. Most instructional programmes for the time being would remain connected to the manual systems.

Discussion accentuated the overwhelming difference in

approach with regard to the Agricultural Universities as opposed to other institutions of higher education, including five Indian Institutes of Technology. It was mentioned that there was no uniformity in the linking of teaching library use and the technical writing course. Sometimes it was linked with the work done in research methodology in the social sciences. In some Agricultural Universities librarians even verify the accuracy and appropriateness of references in dissertations before they are approved.

Trinidad and Tobago

There is considerable investment in user education at the St Augustine Campus of the University of the West Indies in Trinidad and Tobago. The teaching methodology however is a conservative and traditional one and this does not permit fullest exploitation of the library's resources.

The University of the West Indies is a regional one and is supported by 14 Governments of the region.

Barbados, Jamaica and Trinidad and Tobago have campuses while other types of facilities are provided for those countries without campuses.

User education on the St Augustine campus is integrated into the service programme of the main library. The main library is organized along subject divisional lines which correspond to the teaching disciplines. These subject divisions are staffed by librarians who are responsible for the following functions: collection development, collection maintenance and collection exploitation. The last includes user education. Staff give instruction to lecturers and students in an attempt to help them solve their problems rather than doing this for them.

At the undergraduate level there is also a formal orientation programme with four hours of instruction and orientation on

how to use the library, how to perform literature searches and how to exploit to the maximum the resources of the library. The postgraduates also receive special instruction.

As only a few computers are in the library, staff undertake all the searching. This means that online searching is not taught at present. However with the introduction of an OPAC in October 1990, online searching will have to be undertaken.

Discussion brought out one comment that the orientation programme was not compulsory. In emphasizing the point that students should be offered instruction when they needed it, a 3rd year analytical chemistry project was mentioned which brought a 100 % attendance by students at a library instructional class.

Note was taken of the fact that user instruction should take place when students needed it and not necessarily at the beginning of the term as it is now. Students have no real motivation to remember details pertaining to library usage.

The idea of selfpaced library tours was introduced as a useful method of reinforcing knowledge about the library. Written instructions were accompanied by a questionnaire which the student filled in to demonstrate his/her understanding. Detailed evaluation indicated a positive learning result. The method was also cheaper in staff time. Fine examples of the use of this method were presented by different participants. In one case, a communication skills specialist was brought in to aid with the design and evaluation.

Colombia

ICFES, the Colombian Institute for the Promotion of Higher Education, was founded in 1968 as a government agency in charge of regulation and inspection of all affairs relating to higher education in the country (both public and private sectors). It is also responsible for the development of the

academic libraries regarding the quality and quantity of the collections, improving the technical processes and the training of library staff. Cooperative programmes have been developed, and when a IDB loan was obtained to develop the research capability in higher education the academic libraries were grouped into the Information and Documentation System for Higher Education, SIDES.

The Information Users Training Programme for Higher Education began in 1980 as a priority activity. This resulted in a series of instructional units presented to information users in two to three day seminars. Audiovisuals support the learning process. The programme was intended to improve the low level of use of bibliographical resources and library services in the country by instructing users on the value of information in any area of knowledge, and how they may obtain and use information. Specific objectives included support for research at this level of education, promoting bibliographic tools and information service use both in higher education and the private enterprise sector, uniting higher education teachers and libraries to have a multiplier effect on students, and training users in the information searching and retrieving techniques. The programme was aimed to be applied by professional librarians working with the organization directly to specific groups at postgraduate level and indirectly to undergraduates through librarians and teachers trained for the purpose.

The package contains four units
(1) The information transfer cycle, and the library as the unit for obtaining information
(2) Reference sources in specific areas
(3) Information systems and services
(4) Indexing system for personal use.

Preliminary steps such as the study of the academic programme, survey of interest and evaluation related to information resources, precede the presentation of the seminars. Forty librarians participate in the programme. Between 1980 and 1990 sixtyseven seminar workshops were held.

Concerning the skills of these librarians, it was stated that some who were unable to teach participated in the planning only. The active teaching group was eighteen, they knew how to use information but also how to teach. The teaching abilities of some librarians were held in question as this presented a problem and could cause students to be turned off the procedures being taught rather than be encouraged to use them.

The group of librarians devoted to user education has been trained to improve their teaching skills. In relation to this, some workshops have been developed.

Morocco

Library education in Morocco is fairly new. It was started in 1974. User education is even newer for many library professionals. There are two parallel higher educational systems (a) University and (b) Graduate schools (technical and engineering schools). User education is of more importance in the second system. The National Agricultural Institute and the Institute of Journalism are more active than the others. U.S. influence is strongly felt at the Agricultural Institute.

There are about 1,000 professional librarians in the field. This number is not really enough and many libraries do not have trained staff. Library instruction is therefore not effective - the librarians are overwhelmed by the workload. There are no set objectives and no real formulated planning for user education.

The first courses were given in connection with journalism education, a formal course mounted by colleaques from the library school. In the major universities many professors attempt to give instruction incorporating the teaching in advisory work or in research methodology courses.

One thesis has been produced on the efficiency of library instruction at the Institute of Agriculture. It also covers a survey of twentytwo libraries and documentation centres. Most librarians are aware of the need but do not have the means of implementing instruction. Most administrators see this as a luxury.

At a Health-related Studies College, the professional librarian posted a number of steps which the student needing help must go through before approaching the librarian for help. He saw this as a way to enforce compulsory self-teaching for the students at this college. At the Library School a user orientation program for freshmen has been added to the new undergraduate curriculum.

In the face of all this, graduates do not know how to use the library effectively. There is no use of the newer technology for instructional purposes. Lectures and visits to libraries are the methods used. The scene is changing rapidly however and thoughts have been turned to organizing programmes on a nationwide basis.

China

There are some 1,075 institutions of higher education in China, over 50 % of which offer user education courses to their students. There are 2,000 teachers and librarians engaged in these activities but a further 2,000 are needed to offer courses in additional institutions.

The National Compiling and Reviewing Committee for Teaching Materials and Series of Literature Retrieval and Usage was established in 1986 and have published 42 types of textbooks for user education courses in institutions of higher education. Practising rooms with a number of manual retrieval tools have been set up in most of the libraries, many of which have microcomputers, audiovisual equipment, slides, etc.

Since 1983, there are over 70 online terminals set up all over the country allowing remote access to services such as ESA-IRS, Dialog, Orbit and STN as well as local databases. These all promote user education in online searching.

In the last 10 years, organizing units and research associations have been set up under the supervision of the National Library and Information Services Committee of Colleges and Universities. These bodies have done much work discussing and exchanging teaching experiences, teaching materials and research. Several publications have appeared on the topic.

British and Swedish models have influenced user education programmes in China and the Chalmers University of Technology three stage user education programme has given rise to the similar local programme. This has been accepted in a number of higher institutions in China.

User education has gone through four historic periods in China in order to arrive at the current programme being brought into effect in more and more institutions. Use is made of lectures, demonstrations, materials and practical exercises.

All libraries in universities and colleges have varying quantities of microcomputers. Conserning lectures to university teachers, it was mentioned that the administration for ISTIC attended national meetings and conferences and was asked to lecture in user education programmes all over China.

Zimbabwe

User Education in the University of Zimbabwe Library

The University of Zimbabwe has the largest library in the country. It is part of the academic community of over 10,000 lecturers, professors, students, administrators and staff.

The main library was first built in 1958 and was extended in 1984.This resulted in the relocation of library materials and more sitting space was made available. As the only university in the country, the University of Zimbabwe is charged with the task of educating the ever increasing number of those selected for higher education. The main idea is to have the library serve its role of supporting the university in its teaching, learning and research.

The target audiences

1. Most undergraduate students come from secondary schools whose libraries are very limited or non-exixtent. This group requires the initial introduction which we call "mass orientation". All students come to the main library to register - here they are guided by attractive signs - as to where to register for library cards and are shown where to register for library orientation. This exercise requires the participation of all the professional librarians in the main as well as the branch libraries except the medical library. Branch librarians also conduct orientation to their first year students.

This year a total of 2044 students went through orientation. This took about 105 groups of about 20 students each. The tours began in the afternoon of the first day of registration. The reader services staff will continue to show how to use the library to those who miss the initial orientation.

2. Graduate and part time students

Postgraduate students, some of whom come from other countries are shown how to use the university library and the research information sources in it. Handouts are prepared in the subjects requested. Adult education students who come during the vacation are given instruction with the cooperation of their instructors.

3. Upper class subject orientation

The librarian sends out a circular to the teaching staff asking them to organize their students and to bring them to the library for subject orientation. Some professors and lecturers are very consistant and appreciative of the subject guidance for their courses. It has been observed that where lecturers require the students to hand in essays with bibliographies, the students have found the relevance of library instruction.

4. Other users

Approved Readers (people from the business and industrial community or Government departments who need access to the library) are given a library membership. These require a short individual session on how to use the library.

The aim of the programme is to help the users to become independent information seekers, not only while studying in 31the university but also for lifelong learning.

The library does not have computerised information retrieval facilities yet. Overhead transparencies are used in the teaching sessions, and the use of special collections and interlibrary loan facilities is encouraged and appreciated by the students. Requests have been placed for CD-ROM facilities for information retrieval and some audiovisual equipment, which we hope to receive and be able to use to augment our service to the university students. Evaluation has been done in the last session of the research methods classes and the feedback has been very good.

As education develops from teacher-centred to learning centred, so the role of the library must increase in importance and scope, if users' needs are to be met properly. Attitudes, both of teachers and librarians must change. There is need for mutual understanding and appreciation by librarians and teaching academics in the single purpose of educating the public and the nation. The University of

Zimbabwe Library is trying to meet the challenge to become a dynamic library that is in the forefront of the learning, teaching and research processes of the University.

Jamaica

There was no direct report on the University of the West Indies Mona Campus library systems. However a report was made concerning the work of the library and information education and training academic unit - the Department of Library Studies of this University. Four undertakings were highlighted in addition to the general comment that user education was a component of the curricula of the Department. Although no course was so designated it was appropriately included at all relevant points in the courses.

1. Regional Information Training Package. This was a package which had been developed under contract to UNESCO. It is targeted at researchers in the government service who prepare speeches, documents and project papers for senior government officials. It was tested in twelve Caribbean countries and touched over 200 seminar participants. Although not directly related to the university environment, it was a model of how a programme could be put together for user education.

2. Self-guided tour. The Department used this method to introduce new students, both under- and post graduate, to the departmental library-laboratory. Students are by written instruction directed to tour the library-laboratory and to observe certain arrangements. An attached questionnaire is completed as the student moves through the systems. These directives/questionnaires are distributed during registration week and since no classes are offered during this period, but students are on campus, the opportunity is given to complete the self-guided tour. The questionnaires are collected, marked and discussed during the first class.

3. Survey of User Education in the Mona Campus Library, UWI. A third year compulsory requirement of the first degree

programme is that students undertake a Caribbean Study project in their area of specialization. One 1989 graduate had selected the above topic as the subject of the study. In it she dealt on the one hand with the orientation programme of the library and with the guiding configurations in the library. On the other hand she examined the bibliographic skills project. This is taught by the library staff in a first year compulsory university course offered by the Linquistics and Use of English Department. A survey of student opinion formed an integral part of the study. This study therefore forms an overview and evaluation of the system as perceived by this student.

4. First Year Introductory Course. Because the first year introductory credit course intended for beginning library studies student was last year opened up to any student in the Faculty of Arts and General Studies, it was redesigned to meet the perceived needs. Although much of the then existing course was retained, the orientation was changed into that from the library users perspective. This was thought to be ideal even for the library studies student who would then continue his/her education with the view of the user firmly implanted in the mind. On the other hand the nonlibrary student received in print a fact form of user education. Responses in discussion with students and to an examination question asking for a review of the course in terms of how it would benefit any beginning student revealed that it was received as a real eye-opener and valuable in the foundations which it lent for study during the students life.

Norway

There are four universities in Norway, in Oslo, Bergen, Trondheim and Tromsö.

The Technological University of Norway is the only technical university and has an enrollment of 6000. There are sixteen educational programmes, user education courses, conferences, seminars and extramural and international activities. The

library serves all students as well as teaching and research staff including the research institute, SINTEF, which is affiliated with the university. Users of the library also include persons from industry, other institutes and the general public. The university library has the largest collection in the field and represents the national resource collection in technology and architecture. It has 6 branch libraries and operates as the National Diane Centre and the ESA National Centre. Since 1972 it has participated in the development of BIBSYS, the computerised library system which extends to all universities in Norway and some college libraries as well.

User education is offered as introductory lessons to groups from different faculties and it consists of orientation with quided tours. Courses are offered in information retrieval for 3rd and 4th year students. This is voluntary and consists of 15-20 hours. The content is dependent on the department from which the group comes. The library is responsible for all BIBSYS training at the university. It has a training room with several microcomputers with remote access. This permits hands-on experience. In addition there is searching in manual systems, the use of reference tools, patent information searching and resource sharing. Special training is given to faculty and doctoral students. It is easy to get professors in for training because of the automation component. Here again all offerings are done on voluntary basis, the content is much the same as for the 3rd or 4th year students with more emphasis on information retrieval. There is a BIBSYS training course one half day a month. There are special courses on communication software for remote access and for special database usage. Students are introduced to the new techniques such as use of electronic mail.

Discussion centered around the convenience of lunch hour, evening and Saturday scheduling of courses which fitted the time tables of some students admirably. The software courses were given on an advisory basis. The students were also referred to the library's Diane Centre. Although the courses

were optional, every year more and more students attended. Industry needs were served largely because graduates learning the service came back for help needed on the job. A comment was made that because the national resources were limited it was statutorily provided that everybody must be served.

Other university libraries in Norway also offer courses to their users, especially students, but the medical libraries also train the physicians outside the university. Some engineering colleges have training and education both for students, staff and industry in the region.

Denmark

In the area of higher education, there has been a general surge of interest since 1970. During the last decade however there has been little or no development in user education. It seems as if the energies had been directed into automating libraries. Now a new point has been reached and interest is again being directed at user education. Many libraries are only now ready to go on with this activity. At present there are few libraries with extensive user education programmes. The Danish Technical Library offers courses for credit but these are voluntary for students. Traditionally history students at all Danish universities receive an extensive course in library use, conducted by university staff and library staff in collaboration.

Apart from this, most libraries at institutions of higher education offer library introductions to new students and on demand courses in use of specialized search tools as well.

In the 1970's the Roskilde University library conceived a programme for including integrated library training in research methods. This was discontinued after 4-5 years because it failed to get budgeted. Present activities include:

(1) Orientation offered to new students

(2) Renewed orientation, as the students enter the second

half of their education in special areas
(3) Instruction on demand through appointments with subject specialists. 20-25 % use this service at one time or another. The results are very good.
The use of external hosts is budgeted. Searches which are deemed appropriate are conducted free of charge by the library staff. Some students are referred to the Danish Diane Centre for relevant instruction.
Interest in user education has been heightened by the presence of automation in the library. The users are motivated to learn.

Sweden

In Sweden, user education is widely established at different institutions of higher education, particularly in the specialized university libraries. The problems encountered in mounting user education programmes in the country may be outlined as follows:

- user education varies with the type of institution: the smaller colleges tend to lack resources especially for online teaching; the older universities have problems, for example in space in dealing with the orientation of large numbers of students
- in some cases there are financial problems
- evaluation of programmes costs time and money
- suitable personnel needs to be recruited.

Methods being used are more self-paced tours for orientation, promotion by videos and hands-on online user training, with other courses in personal record-keeping and desktop publishing.

At the Information Technology Centre, a national centre, at Chalmers University of Technology Library the following services are offered: advice, help, evaluation and tests of software and hardware, training and consultancy. The target groups may be described as academic, public, hospital,

industrial and school libraries. The Centre publishes a newsletter and a report series (ITC-CTHB).

Basically its work covers a great deal of training interwoven in user education and the development of simulation programmes. The library relies mainly on library personnel to teach. The university provides internal courses in educational methodology which library staff follows.

ITC collaborates with other national training institutions and attempts to avoid duplication such as the IDC at the Royal Institute & Technology, Stockholm. Clients are referred as appropriate, e.g. to the IDC at the Royal Institute of Technology in Stockholm.

Finland

The National Survey:
A survey undertaken by the Association of Research Libraries indicated a 60% coverage of user education in university libraries. Nationally, about 10,000 new students receive one to four hours of training every year. Roughly 30,000 people are trained annually using some 7,000 hours at an estimated total cost of US $ 500,000.

Methods used are: tours, lectures, personal advice, marketing, teaching materials, exercises, demonstrations, group work.The Finnish universities have an enrollment of 90,000 students, every third one of whom receives user education. Out of the annual intake of students 50% participate in the library orientation programs.

At Jyväskylä University the Faculty of Social Sciences has compulsory user education and pays the library for the course given by the library. The feedback from teachers and students is good: teachers regard it very important while the students often tend to think the timing is too early. The teachers actively participate in the course presentations. Within departments, teachers are willing to receive the

librarians in order for them to give demonstrations, e.g. of CD-ROM use.

Didactic courses are very popular at Jyväskylä University. These are given by the professor of education. The problem is the identification of suitable personnel in the library to teach the required courses.There is one fulltime person teaching general courses to new students and to organize the activity. Other teaching, like courses for 4th and 5th year students and for faculty, is divided by subject specialization. This work is not done during working hours. There is a budgetary provision to pay for teaching hours outside normal working hours. Staff do not however want to work outside of their normal hours. Those willing to teach are not always the best ones for the job.

In discussion it was noted that the Finnish taxation system discourages the earning of extra money. Many librarians were not trained to teach and did not know how to impart knowledge. In reference to lack of teaching abilities, it was accepted that a fundamental concept was that librarians must have good communication skills, and if these are developed, it should follow that they would be better user educators.

Helsinki University of Technology Library

The work done at this university is much the same as above. It consists of:
(1) User orientation - a credit course
- 2 hours lecture on a departmental basis
- 2 hours brief tour by students in the library with exercises
- Hands-on experience on the computerized cataloque
1,200 freshmen are registered in the university every fall. There are OPAC connections all over the campus. It is a major task for the library to get the beginning students trained during a week and a half.
(2) Third and fourth year students are trained in a course on Information Sources and Services. It is a 20 hour credit course taught to the students of each department separately.

Most departments require it to be mandatory.

There was a major reorganization one and a half years ago when the courses were changed from lectures and individual assignments to 4 hours of introductory lecture plus 8 hours of small group instruction. Several topics are introduced, then practical instruction is given. The students prefer this mode as they are better able to undertake online searching. It is a very labour intensive mode of teaching but staff like the fact they have motivated students. One online exercise emphasizes the subject searching in the OPAC. Remote access work and CD-ROM searching is also practised. Doctoral students from all departments follow a specialized research information course given by the information specialists in the library.

- Distance teaching in video mode. The university has agreements with Engineering colleges around the country for students to upgrade their degrees to a Masters degree. These students are geographically scattered, and therefor user training is offered in the video mode.

Special international programmes of the university are also serviced in that the library orientation is given in English.

International Council on Archives (ICA)

Some cooperation exists between librarians, archivists and information specialists because information needed is not restricted to only one media. The history departments traditionally conduct user education of archival sources, that is, original documents. Special skills are needed to extract information from archival material. A complicating fact is that the source is usually available in only one place.

International Federation of Library Institutions and Associations (IFLA)

There is no section within IFLA that takes care of user education as a whole. The Science and Technology Libraries

Section is interested and active in the subject, and the Education and Training Section included in its medium term objectives user education and use studies in the curriculum. There has been rather little action but it is intended to revive interest in this subject for inclusion in the 1992-1995 Medium Term Plan objectives. IFLA's priorities include the topic: Libraries and their users - access to information, which should take in the matter of user education. At a recent meeting of IFLA, FID and ICA (London, 1988) it was agreed that work should be undertaken on developing quidelines to incorporate user education in the curriculum for the education and training of information specialists.

No discussion has been held regarding the creation of a Round Table or Section on user education. In principle there is no reason why such a table/section should not be formed. However it requires support and action from a significant group of persons in order to achieve the favourable consideration of IFLA. It was agreed that the matter would be taken up at the upcoming general Conference of IFLA in August 1990 in Stockholm.

4. Educational aspects: objectives, methods, teaching tools and media, evaluation

In introducing Agenda item no. 4, Dr. Fjällbrant outlined the main points to be discussed: the rationale for user education; the target groups of this education, both those within and those outside the university community; the main categories of user education; the various methods of teaching which can be used. Special mention was made of the need to link user education with user needs and the necessity for stimulating the active use of information by users.

Discussion touched upon policies often adopted by university libraries which prohibited the extension of their services beyond the university community. It was recognised that this might be because of economic constraints or that sometimes it was just a proprietary attitude. The concept of resource sharing was however removing some barriers and note was taken of the liberal attitudes in the Nordic countries.

The experts were then invited to move into a brain-storming session where ideas were expressed in response to the challenge "Where do we go from here?" Here follows a synopsis of the general ideas expressed. Ideas which formed the basis for a concrete proposal as set out in Section 6 are not included here.

It was considered particularly important for the students to be exposed to authorities other than their teachers, that is, they need exposure to other aspects of gaining knowledge than just the textbook and the lecture. The teachers should take their students to the library to be shown how to use information other than what their teachers give or what is in the textbook.

Whenever possible the academic libraries should insist upon and emphasize the fact that using the library is not a matter of technicality, it is part of the research process.

There are new types of services and products in library collections today which professors and scholars do not know how to use. The user education becomes all the more important under these circumstances, and it should be institutionalized.

In the university, librarians should be actively involved in the community, serving on committees and working with the rest of the administrators and the senior professors in the business of the university. It is by this participative work that the importance of library and information services will be increasingly recognized by the teaching staff and the administration.

Access limitations and restrictive rules and also lack of motivation and inadequacy of skills in using library resources in information retrieval are probably the reasons for non-use or very low use of the library resources by undergraduate students, graduate students and faculty members. Regarding the user groups - undergraduate students, graduate students and faculty members - there are clear indicators of certain library use behaviors which show the need for more user education: lack of awareness of library resources, dependence on library staff, and unsystematic strategies in using library resources.

There is a real need for a training program to be formulated for trainers. A few trainers could first be trained by experts,these in turn give training to others and from that point on there is a multiplier effect going down into regional level until the institutional level is reached.

A proposal was put forward that UNESCO could do something very practical by choosing a country and in cooperation with the authorities there provide a user education test program.It could result in the provision of user training packages etc. This way a country could develop such a program that it can be followed in other countries. It would be less expensive to adapt what has been done in a pilot project and also it could become the basis for other projects.

It is important to employ training methods that will not turn away the users but make them come back because they find the training interesting. The concept of methods is partly concerned with educational technology which has not really been mastered in the library world. Research should be done on some of these methods.

Simulation programs are very effective but they have to be made in such a way that they can be updated, i.e. they should be totally modular. It would be also a good idea to make a collection of good teaching questions and examples.

In the developing countries there is a lack of computers. They often still have good manual systems. Librarians in these universities need to teach their users how to use the manual systems.

It is essential that students are taught manual information retrieval before they go on to the computerized versions. It is even particularly important with science students who think that anything that comes out of a terminal must be better than anything which comes from another source.

CD-ROMs are very very useful to supplement online remote access searching that earlier was the only alternative. A recommendation should be formulated addressed to producers of CD-ROM products to sell them at favourable prices to developing countries.

An interesting development now is that in METADEX there is a product design where they offer a third world discount of 30% with the whole product and also have an educational product which is available generally at 30 £ or $ 50 but free in the developing countries. This is an example of what can be done when a large database producer works in collaboration with UNESCO.If libraries have not yet CD-ROM drives but have a microcomputer they would actually have a number of useable tools, smaller scale than in some of the big databases, but still serious reliable user tools.

Using this kind of argument perhaps one could manage to get at least a special price on CD-ROMs for developing countries. A recommendation to UNESCO is that it should investigate if it is possible to afford CD-ROM-packages for user education to be circulated in the developing countries.

Once the possibility of taking the personal computer of a cheap kind as a basic technological device in the library is agreed upon, it can be used as a multipurpose tool for things like e.g. making a library guide using the HYPERTEXT instead of printing it. A personal computer would also solve other kinds of problems, e.g. computer fear would stop. When the computerized catalogue comes eventually into most places the users would know already how to use it. A personal computer can be used also for instruction and many other tasks.

What is really needed is not only the technology but all the software that goes with it and this involves a lot of things. In addition to money it involves different skills and cannot be done on the spot in any library by the librarians of a single library, which means it needs a lot of cooperation.

Guides or brochures are becoming even more necessary with information technology when people are using text-editing systems or graphic systems like VENTURA or PAGEMAKER because then skill is needed in selecting fonts, the size of letters, what sort of pictures can be included, how they are set on the page etc. A guide on how to prepare these types of publications would be useful, because they are often very unclear and unreadable.

Evaluation of students is very important, but there is also the other side of the coin, which is the evaluation of the skills and methods used by the librarians in charge of user education. This is not easy to do though users can be asked what they think about the quality of instruction. In order to obtain feedback to improve the training skills of the librarians one has to find out, for example, in the user

education program what the users have learned from what was taught in a certain module. At the same time it must be determined whether what is taught is what they need. It might be possible to produce some guidelines on how evaluation should be made. For example, does one evaluate only a course, let us say teaching the use of the card catalogue or does one evaluate the entire program.

5. Management aspects : strategy, organization and finances

Continuing her presentation, Dr. Nancy Fjällbrant proposed the following subtopics for consideration:

Financial resources

Funding could be obtained from the different levels in the hierarchy of administration and/or by charging for services both laterally in respect of academic departments or externally in respect of non-university users.

Staffing

The staff are the most important resource and the spreading of expertise is desirable. Staff should be selected for their abilities and characteristics which are appropriate for the tasks involved.

Teaching resources

Material resources and accommodation should be carefully identified and provided. These should be selected on the basis of appropriateness.

Staff training

Training for the work should originate with and be continued by the library and information profession schools. Further support should come from the academic institution and from library organizations.

Library functions

The library should provide full support for the execution of the user education programme in all its aspects and should be able to solicit relevant assistance from faculty and administrative staff.

Special attention was given to the work of the education and training schools in this regard. Presentations in this connection follow.

University of the Philippines, Institute of Library Science

No formal course on user education exists but this will be considered as a result of this meeting. Modules on user education are incorporated in the following courses:

Information and society (includes user study and education)
Public relations in the library (includes user study and user education)
Marketing information services (user surveys)

These courses occur in the four-year undergraduate programme and on the graduate level. In addition, field work at the senior level includes preparation of lesson plans as project work and actual demonstrations presented to class.

Training is conducted in the twentysix college libraries and is also offered to external users.

University of the West Indies, Department of Library Studies

There is no separate course by design as users are by philosophy the main thrust of the teaching. In every course, the impact of and to the user is the rationale for the course content and presentations. Thus for example, in cataloguing and classification, students might be asked as a project or in an examination question to prepare a guide to the catalogue or to the classification scheme. In reference work, the reference interview is given high priority. Again, in childrens library services, the concept of programming to attract participation of the children is paramount since it is the programming that direct the child's attention to the services provided. Compulsory field work is another source of training - this time on the job. Communication skills are heightened with the compulsory practice of tutorial presentations by students in every course. In selecting topics for research papers both at undergraduate and postgraduate levels, students are encouraged to select topics which will give them insight into user education demands and provisions. Topics such as assessing user education programmes and evaluating library effectiveness and library services are some such topics.

Outside the formal education mode, the department runs continuing education courses, workshops and seminars for practicing librarians on user education. It has also developed teaching packages on the same topic. The department's resources, especially the microcomputers, the CD-ROM drives and the growing collection of databases both actual and simulated, and demonstration discettes are available to the library community for practise and planning as is the general materials collection in the library. Finally the department conducts consultancy work in a number of areas including user education.

School of Library and Information Studies, RGIT Aberdeen

This school has both graduate and undergraduate programmes. Only one or two lectures on user education plus an exercise is given. However the programmes are seen as a whole and user education needs are integrated. This includes videoprogrammes and research papers prepared by students.

The intention of the preparation of students is to develop transferable skills, for example in their reference course students are required to prepare a full scale client-report and rationale which are examined orally allowing the student to explain the strategy used.

In the coming academic year the Diploma programme will be changed to a Master's in Library Studies. It will include a research methodology course and the preparation of a proposal for a research project. SLIS also services teaching to persons in other schools with the accent on information skills teaching. It is also hoped in 1991/1992 to commence a new programme for information officers in information analysis and consolidation.

Ecole des Sciences de l'Information, Rabat, Morocco

There is no user education course.The undergraduate curriculum has been revised. More emphasis is now placed on the practica. They are integrated and spread all over the programme, with a concluding extensive report and debriefing. Special attention is paid to user education in research methodology, reference and technical services.

Discussion centered on whether user education should be taught as a separate course or be integrated in the standing courses as a pervasive subject. Various views were expressed on the matter. On the one hand the separate course gives more

visibility and emphasis to the subject while on the other hand the integrated method might be an effective way of presenting its overall importance in every phase of the librarian's work.

Concerning other aspects of the presentation it was recognised that staffing and finance were inter-related. The low levels of grading for staff did not attract the type of professionals capable of running user education programmes competently.

The topic of line item budgeting versus lump sum budgeting was discussed. It was reasoned that increases were obtained by the effectiveness of budget presentations and the bottom line was the real deciding factor. The choice of priorities tended to rest with the library manager both in his relationship with the budget providers and with distribution of funds internally. The overall shrinking budget appeared to be a universal problem which required inspired methodologies for coping, although outside policies such as freezing of posts and early retirement provisions were not controllable from within the library system. The concept of outside project funding for starting up user education programmes was introduced. This allowed a slow takeover based on the committment of the university to assume responsibility and fund the service at the appropriate time. User demand strongly expressed as a result of user education was one way to attract the attention of the budget providers to the needs of the service. Cooperation with other departments in the university in the provision of long term loan and deposit of equipment and responsibility for staff posts were other solutions presented.

6. Proposals for action

After a brief description of the channels of financial support available under international assistance, more particularly via UNESCO, the following proposals for action were made by the participants in the area of user education:

a) A pilot project should be established with international support in a specific institution in a developing country, in order to evaluate the needs in user education, set objectives, select teaching methods, develop teaching materials (manual, A/V or computerized), carry out user education and evaluate the results. The needs of both urban and rural areas should be taken into account in the design of the project. The results of the project, which could form a model comprehensive user education programme, should be disseminated as appropriate. Proposals were made to locate the pilot project in Arab states, South-East Asia and in the Caribbean region (in the area of Agriculture).

b) Seminars

Seminars should be organized at the national or regional levels for training trainers in user education. The resources available in library schools should be put to use whenever possible.

c) Teaching material

Appropriate teaching materials should be developed for user education at the various levels and in the different fields of academic education. When such material exists, it should be copied, distributed, adapted or translated, whatever their original support (standard publications, A/V material, software, CAI). In this respect, special mention was made of the material developed by ICFES (Colombia) and software developed at Chalmers University (Sweden).

A standardized format should be established to describe the full characterics of those materials. This format should provide necessary indication of where, how and at which cost this material can be obtained.

A database, compatible with CDS/ISIS, should be created using this format. Rules for exchange should be clearly specified.

A clearinghouse for such material could be established, taking duly into account financial, linguistic and geographical factors.

d) New technologies

- Simulation programmes which can be used for online teaching and orientation should be developed or disseminated when available. They should cover a variety of subject areas.

- Producers of large databases (e.g. INSPEC, COMPENDEX) should be invited to produce CDS-ISIS based mini databases

- Special rates should be available for institutions in developing countries to acquire or use new technologies, more particularly online services, databases, CD-ROM, CAI and other software.

e) Academic staff

Academic staff should receive appropriate education and training on bibliographies and sources of information.

f) Guidelines on user education in higher education

One or several guidelines on user education should be prepared which would address more specifically the following issues:

1) how to provide librarians and information specialists in higher education with sufficient knowledge and skill to design and conduct adequate programmes for user education

2) explaining to librarians and information specialists in higher education why and how to develop programmes in user education

3) providing full guidance to evaluate user education activities

g) International action

- UNESCO might consider contacting, as it sees fit, appropriate bodies in member states in order to promote education for information use

- IFLA might consider creating a Round Table on User Education, which would provide an appropriate forum for international action.

7. Recommendations

1. information use should be considered as an integral and essential component of higher education in all fields of knowledge, including arts and humanities, social sciences, pure and applied sciences, and professions such as medicine, law, business, engineering, architecture etc.

2. education and training for information use should be addressed to all members of institutions of higher education and should be carefully designed according to their needs (students, teaching staff, research workers and administrative staff) regarding both initial and continuing education and training

3. education and training for information use should be fully integrated in all higher education curricula, in a progressive manner so as to be adapted to the level and orientation of the studies

4. education and training for information use should be designed and developed by librarians and other information specialists in full cooperation with other partners in the higher education process, including particularly teaching staff and students

5. education and training for information use should be provided at least at three levels: orientation for the beginning students, bibliography and information searching in one's specialized field of study, and specialized knowledge production and communication at the research level

6. education and training for information use in higher education should take fully into account advances in the information technologies, so as to allow information users of all categories to make best use of information resources and services available in their institutions

7. education and training for information use should be an integral part of the responsibilities of the information professionals (librarians, information specialists and archivists) who work in institutions of higher education

8. adequate education and training should be provided to all information professionals as basic or continuing education, so that they can assume full responsibility for education and training for information use of their clientele

9. intergovernmental and nongovernmental organizations, at the national, regional and international levels should promote and support education and training for information use in higher education

8. Adoption of the final report and recommendations

The final report and the recommendations were adopted with amendments.

9. Closure of the meeting

The Chairman thanked the participants for their active contribution and the members of the Bureau as well. She invited the participants to remain an invisible college and to spread information on this meeting.

The meeting was then closed.

ANNEXES

UNESCO EXPERT MEETING ON THE TRAINING OF INFORMATION USERS IN HIGHER EDUCATION

OTANIEMI, ESPOO, FINLAND

A G E N D A

1. Opening of the meeting
2. Election of Chairperson, Vice-Chairperson and Rapporteur
3. Presentation of national experiences
4. Educational aspects: objectives, methods, teaching tools and media, evaluation
5. Management aspects: strategy, organization and finances
6. Proposals for action
7. Adoption of the final report and recommendation
8. Closure of the meeting

UNESCO EXPERT MEETING ON THE TRAINING OF INFORMATION USERS IN HIGHER EDUCATION

OTANIEMI, ESPOO, FINLAND
13 - 17 August 1990

List of Participants

I Delegates

Prof. Daphne DOUGLAS
Department of Library Studies
University of the West Indies
Mona Campus
Kingston 7
Jamaica

Ms Shirley EVELYN
The University of the West Indies
Main Library
St Augustine
Trinidad
Trinidad & Tobago

Dr. Nancy FJÄLLBRANT
Chalmers University of
Technology Library
S-41296 Göteborg
Sweden

Ms Josephine F. GURIRA
University of Zimbabwe Library
P O Box MP 45
Mount Pleasant
Zimbabwe

Ms Arja-Riitta HAARALA, Director
Tampere University of Technology
Library
Box 537
33101 Tampere
Finland

Dr. Merja KARIVALO
Helsinki University of Technology
Centre for Continuing Education
Revontulentie 6
02100 Espoo
Finland

Dr. Oili KOKKONEN, Director
Jyväskylä University Library
40100 Jyväskylä
Finland

Ms Aud LAMVIK
Technical University Library of
Norway
Högskoleringen 1
N-7034 Trondheim-NTH
Norway

Ms Agneta LANTZ
Linköping University Library
S-58183 Linköping
Sweden

Ms Birgitte LAU
Roskilde University Library
Postbox 258
DK-4000 Roskilde
Denmark

Mr Songfu LIU
Institute of Scientific &
Technical Information of China
Chongqing Branch (ISTIC CB)
P O Box 2104, Chongqing
Sichuan
People's Republic of China

Dr. Abdelhamid MISKI
Ecole des Sciences de
l'Information
B.P. 6204
Rabat-Instituts
Rabat
Morocco

Prof. V.B. NANDA
University Librarian
Jawaharlal Nehru University
New Delhi 1100067
India

Ms C. PINEDA DE VALDERRAMA
Coordinadora Programa de
Entrenamiento de Usuarios
ICFES/SIDES
Calle 118 No. 52-40, Bloque 3,
Apto 303
Bogota, Colombia

Dr. Bonifacio V. RAMOS
Director of Libraries
Saint Mary's College
Bayombong,Nueva Vizcaya
Philippines 3700

Dean R. VALLEJO
Institute of Library Science
University of the Philippines
Gonzalez Hall, Diliman
1101 Quezon City
Metro Manila
Philippines

Professor Elin TÖRNUDD
Helsinki University of Technology
Otaniementie 9
SF-02150 Espoo
Finland

II Observers representing International Organizations

FID
Dr. Merja KARIVALO
see above

IFLA
Prof. Ian JOHNSON
School of LIS RGIT Aberdeen
Hilton Place, Aberdeen AB9 1FP
Scotland
UK

IATUL
Ms Arja-Riitta HAARALA
see above

NORDINFO
Ms Marianne HEIKELL
Otaniementie 9
02150 Espoo
Finland

ICA
Ms Pirkko RASTAS
National Archives of Finland
Rauhankatu 17
00170 Helsinki

III UNESCO

Mr. Yves COURRIER
Division of the General Information Program
UNESCO
7, place de Fontenoy,
75700 Paris

IV Finnish Commission for UNESCO

Mr. Erkki AHO, Director General
Chairman of the Commission
Board of Education
Hakaniemenkatu 2
00530 Helsinki

Mrs. Marjatta OKSANEN
Secretary General of the
Commission
Ministry of Education
PL 293
00171 Helsinki

V Local Organizers from Helsinki University of Technology Library
Otaniementie 9
02150 Espoo
Finland

Dr. Sinikka KOSKIALA, Secretary General
Ms Helena TURKKA, Assistant to S. Koskiala

Opening speech by Mr. Erkki Aho, Chairman of the Finnish National Commission for UNESCO

Distinguished delegates and observers of international organizations,

On behalf of the Finnish National Commission for UNESCO I want to bid you welcome to Finland for this Expert Meeting on the Training of Information Users in Higher Education.

This University of Technology Library belongs to the institutions of higher education which have given a high priority to user training both as regards training of freshmen to use the library and as regards training of students at a later stage to get an insight into information retrieval needed for thesis work and for the professional career. My daily work on the national scene is centered on primary and secondary education. There, also, training of pupils to use libraries as information centers and to find information from manual and computerized systems is an important transverse program cutting through studies in all subjects taught at school.

In the same way the General Information Program of UNESCO covering the whole field of information supply from archives to public and research libraries and information systems has been included among the transverse programs of UNESCO. Thus information supply will have to be taken into account within all the major programs of UNESCO. The clearing house function aiming at improving the various information systems within UNESCO and promoting their utilization also now belongs to this transverse program.

Training of information professionals has been one of the high priority areas of the General Information Program since its inception in 1977. Training of information users is a still larger problem area and its advancement both in developing countries and in industrialized countries is very important. In view of the many new information sources most of which are computerized and the rapidly growing amount of information produced special efforts are needed.

For the purpose of adequately following the PGI programme and its implementation the Finnish National Commission for UNESCO maintains a special PGI Working Party with representatives from all sectors covered by the PGI-program. This expert meeting has been organized by the PGI Working Party with its chairman Elin Törnudd at the head.

I hope that you will succeed in your work both in the exchange of information and experience and in formulating proposals for action in the future. New methods, teaching tools and media as well as evaluation of educational programs can gain very much from cooperation within UNESCO.

Thank you for your attention.

YVES COURRIER, Representative of the Director General,
Division of the General Information Programme
UNESCO

Ladies and Gentlemen

On behalf of the Director-General of Unesco, I wish to welcome you to this Expert meeting on the training of information users in higher education. This meeting is organized according to the 25th Programme and Budget of Unesco for 1990-1991 (Approved 25 C/5, paragraph 15021) under the responsibility of the General Information Programme.

The Library of the Helsinki University of Technology accepted to host this meeting and I wish to thank first of all Prof. Elin Törnudd, who made this invitation on behalf of the university library and worked very efficiently to make this meeting possible here in Helsinki.

As most of you know, Prof. Törnudd has been the chairperson of the Intergovernmental Council for the General Information Programme for seven years and is of course very familiar with its objective, its activities and its methods. Not only did she take care of all practical arrangements, but she also managed to obtain additional financial assistance from the Finnish National Commission for UNESCO and NORDINFO. This additional assistance, in this period of financial constraint for UNESCO, proved very useful and allowed us to invite more participants, thus ensuring a wider geographical representation of experts. On behalf of all of you, I wish to express special thanks to Prof. Törnudd, the Finnish National Commission for UNESCO and NORDINFO. Let me also thank Dr Koskiala and Ms Turkka who are assisting Prof. Törnudd.

We are very glad indeed that so many of you could come. As you can see from the list of participants, you are seventeen experts coming from twelve different countries from all regions of the world. This wide representation will bring up, I am certain, very fruitful discussions and debates, as well as recommendations for action.

UNESCO has been involved in user training for quite a long time now. User training has been considered as an essential component of UNISIST ever since the feasibility study (published in 1971) and since then, UNESCO has organized many activities in this area, more particularly training seminars and publications.

The organization of this Expert meeting on the training of users in higher education has been decided on the basis of three reasons:

First of all, user training is a very wide ranging concept, going from school children to very highly specialized users of scientific and technical information. It has been found useful to concentrate on one category, that of users in higher education, in order to be able to make more specific recommendations on objectives and methods.

Second, technological progress has considerably transformed the provision of information services in university libraries. Online services, telecommunication, microcomputers, CD-ROM, to name but a few, have had a decisive impact on the type of services which can be provided to users and it is of utmost importance to take them into account when planning user education.

Thirdly, it was felt necessary to look into the progress made in some developing countries in this area, as it was felt that enough experience had been gathered in various parts of the world in order to draw the lessons from all this work and share the knowledge acquired.

This is the background for this Expert meeting and I wish that it will give all of us the opportunity to exchange experience and to formulate recommendations which will guide UNESCO and international action in this area in the near future.

Thank you.

UNESCO EXPERT MEETING ON THE TRAINING OF INFORMATION USERS IN HIGHER EDUCATION

PROGRAM

7-12.8.		Arrival of delegates Accomodation in Govt. Adm. Dev. Centre (VKK), adr.: Keilaniemi, 02150 Espoo, or Dipoli Summer Hotel, addr.; Jämeräntaival 1, 02150 Espoo
13-17 August:		Meeting in the Library of Helsinki University of Technology, adr.: Otaniementie 9, 02150 Espoo
Monday August		
13.	10.15	Opening of the meeting, Agenda item 1 Welcome by Erkki Aho, Chairman of the Finnish Commission for Unesco Greeting by Yves Courrier, representative of the Director General of Unesco Agenda item 2 Agenda item 3
	12.30	Luncheon in the main building of the University
	14.00	Agenda item 3 continued
	15.15	Coffee break
	17.00	Tour of the Library
	17.30	Cocktails in the Director's office
Tuesday August		
14.	10.00	Agenda item 4
	12.30	Luncheon as above
	14.00	Agenda item 4 continued
	15.30	Coffee break Agenda item 4 continued
Wednesday August		
15.	10.00	Agenda item 5
	12.30	Luncheon as above
	14.00	Agenda item 6
	18.15	Bus departure for Helsinki, sightseeing
	19.00	Reception at the Government Festival Hall offered by Mrs. Anna-Liisa Kasurinen, Minister of Culture

Thursday August 16.	9.00	Departure by bus to Tampere Stop at Iittala Glass Works
	12.00	Arrival Tampere University of Technology Luncheon
	13.00	Tour of the Library with user training demonstrations
	14.00	City sightseeing
	14.30	Visit at Tampere University Library with user training demonstrations
	16.00	Afternoon tea
	17.00	Omer Veilleux pantomime show
	18.00	Departure by bus
	20.45	Arrival in Espoo
Friday August 17.	9.30	Visit to the Information Service of the National Technical Research Centre, Dr. Anneli Heimbürger will demonstrate optical information storage (address: Vuorimiehentie 5, 200 meters from the Library)
	10.00	Agenda item 7
	12.30	Luncheon
	14.00	Agenda item 8